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ABSTRACT

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission in its work, this report examines aspects of access to education. Specifically, this report provides information, analysis, and data in the following areas: (1) geographical location of the 14 colleges; (2) registration fees for full- and part-time students; (3) open admissions policies; (4) admission to technical (career) programs; (5) specific program offerings; (6) enrollment in the KCCS and enrollment influences; (7) enrollment by degree type; (8) student population characteristics; (9) student academic characteristics; (10) extended campus offerings and enrollments; (11) program graduates; (12) instruction and faculty development; (13) academic advising; (14) student development (support) services; and (14) developmental (remedial) education. The report concludes with a list of 13 questions for discussion by Commission members relating to admissions policies and other aspects of access and access with excellence. Tables listing career programs offered at each of the colleges, detailing enrollment data by program type, gender, and ethnic group, and providing graduation rates by program, are included. (PAA)

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ED340447

ACCESS TO HIGHER EDUCATION

An Overview of the University of Kentucky Community College System

Part Two

Prepared for
The Commission to Study the Future of the
Community Colleges in Kentucky

JC 920 060

Community College System
University of Kentucky

1988-89

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COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

Charge of Duties

Purpose:

In celebration of the 25th Anniversary of the Community College System, a Commission has been established to study the accomplishments of the System, assess its current status, and provide direction looking toward the year 2000. Commission members are involved in shaping the future for the Community Colleges in Kentucky. The Commission established is an official Commission of the University of Kentucky Community College System.

Timeline:

It is anticipated that the Commission will accomplish its work during the 1988-89 academic year. Meeting periods are as listed below:

October 31 - November 1, 1988	October 31 - Marriott, Lexington 6:30 p.m. Reception 7:00 p.m. Dinner 8:00 p.m. Meeting November 1 - Marriott, Lexington 8:30 a.m. - Noon -- Meeting
December 15 - 16, 1988	_____
February/March, 1989	_____
April, 1989	_____

ACCESS TO HIGHER EDUCATION

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IMPORTANCE OF ACCESS

The primary mission of the University of Kentucky Community College System is to provide accessibility to higher education for all citizens of the Commonwealth. To carry out this mission, colleges are located in fourteen geographical locations, have affordable registration fees and open admission policies, offer varied and relevant programs, and provide student support services. These topics are discussed in more detail below.

Geographical Location

The map in the Orientation materials shows the location of each of the fourteen community colleges in Kentucky. As there are no residence halls at the colleges, students must live within easy driving distance of a community college. Living at home reduces educational expenses for the students, and older students can remain on their jobs and keep their families together and still attend college. A study has revealed that 63 percent of those over 25 years of age would not have attended college if there had not been a community college nearby. Courses are also offered at off-campus sites and through television to break down geographical barriers. This service is called the "extended campus." The credit courses offered at the community colleges are of two types: 1) those which can be taught off campus, and 2) those which must be taught on campus because of special facilities or equipment needs. Courses from the first type are taught off campus in response to the needs of groups within the

JC 920243 60

community. Community resources include both public facilities such as high school buildings and professional individuals who serve as part-time faculty. As the need for additional off-campus courses increases, additional community facilities will be needed to house the course offerings. Geographical location is also important to ensure that the colleges provide a variety of programs to meet local community needs, including training and retraining programs for local businesses and industries and cultural programs designed to enrich the community environment.

Registration Fees

The registration fees for 1988-89 are listed below:

Full-time Student	Resident	Non-resident
Semester	$290.00	$870.00
Eight-week Summer Term	150.00	438.00

Part-time Student	Resident	Non-resident
Semester Credit Hour	25.00	73.00

The fees charged by Lexington Community College are the same as the fees of the University of Kentucky: full-time per semester for resident, $769.75; full-time per summer term for resident, $336; part-time per semester credit hour for resident, $56.

Open Admission Institutions

The fourteen community colleges in Kentucky are open-door or open admission institutions--they accept students from diverse backgrounds and educational levels and provide them with opportunities to succeed in programs commensurate with their interests and abilities. The admission

procedures discussed below pertain to the career programs and transfer programs and to non-degree students who enroll in credit courses.

The community colleges accept as beginning freshmen all Kentucky residents who graduate from an accredited high school and have not attended another college and any non-high school graduate who has secured the GED Certificate or is eligible to take the GED. Submission of the results of either the American College Test (ACT) or Career Planning Program (CPP) test, and a completed health form are also required.

An applicant who has previously attended an accredited college or university and who has an over-all grade-point average of a "C" or better in all course work attempted will also be accepted for admission. A student who has previously attended an accredited college or university--other than a college in the Community College System--and who has less than an over-all grade-point average of a "C" in all course work attempted may be considered for admission on probation provided the applicant (1) has been out of college for at least one semester or (2) will succeed in the opinion of the president of the community college.

In addition, persons who desire instruction without wishing to become degree candidates may be admitted as non-degree students after presenting satisfactory evidence that they are prepared to take the work desired. Before enrolling in a particular course, these students must obtain the permission of the instructor and the president of the college. Non-degree students may become degree students after meeting regular admission requirements, and credit in degree courses earned before a student meets admission requirements will be counted toward a degree.

High school students may attend a community college with appropriate recommendations from high school personnel as deemed necessary by the college. The academic criteria under these conditions are established by each community college. For example, the completion of the junior year of high school may be one of the criteria.

In some cases, courses offered on the high school campus carry both high school and college credit. These dual-credit courses are designed for the academically talented high school student and are generally classified as advanced placement or honors courses. Admission of high school students to dual-credit courses requires the following: 1) the recommendation of high school subject area teachers or other appropriate high school officials; 2) certification that the student is pursuing the pre-college curriculum; 3) a composite ACT score that exceeds the national mean; 4) a minimum score at the 70th percentile (national) on the discipline area of the ACT; and 4) a minimum of 3.25 high school grade point average standing on all courses completed at the tenth grade level and higher.

Admission to Technical (Career) Programs

Admission to a community college does not guarantee admission to any technical program. Admission to these degree programs depends upon the availability of resources for implementation of qualified instruction, and the number of students admitted may be limited by these considerations. Selection guidelines used for admission to specific technical programs are described in the Community College Catalog. Admission guidelines may include technical standards. Preference in admission is given to Kentucky residents.

Program Offerings

Community college students in Kentucky have access to career or occupational programs, pre-baccalaureate (transfer) programs, and continuing education - community service programs designed for lifelong learning.

The career or occupational programs prepare students for immediate employment in technical level positions upon graduation. The career programs include courses in both general education (written and oral communication, mathematics, biological or physical science, humanities or history, and social or behavioral science) and technical education. The career/occupational programs, with available options, are listed on Page 52. The specific career programs offered by the individual community colleges differ because the educational program of each college reflects the local needs. Career programs listed by college appear on Pages 53 and 54. The Associate in Applied Science degree is awarded to those who complete the requirements in a career program.

Pre-baccalaureate programs include course work which can be transferred to four-year institutions and applied toward a baccalaureate degree. Generally, the course work includes basic skills (mathematics, foreign language), inference and communicative skills (logic, writing, oral communication), and introductory studies in the broad fields of knowledge (natural sciences, social sciences, and humanities). The Associate in Arts or Associate in Science degrees are awarded to those who complete the appropriate requirements in a pre-baccalaureate program.

Continuing education programs and community service activities include professional workshops, training/retraining for business and industry,

literacy programs, GED programs, personal enrichment seminars, concerts, lectures, art exhibits, and discussion groups, and are offered on a non-credit basis. All continuing education/community service programs (non-credit offerings) will be discussed under the topic, "College/Community Partnerships." The involvement of community colleges in literacy programs and GED programs will be included in the discussion.

The admission procedures described earlier for the credit courses do not apply to the non-credit continuing education courses. Continuing Education Units (CEUs) are awarded for professional development activities. One CEU represents ten contact hours of participation in a continuing education experience of a non-credit nature. Students participating in the continuing education and community service programs on a non-credit basis are not included in the demographic data in the following narrative.

Enrollment

Economic growth in the state depends in part on the educational attainment of the population.

National trends show that the enrollments of two-year public institutions have risen. Since 1975, 24 states have experienced at least a 20 percent growth in enrollments. Out of the 3.7 million total population in Kentucky, one out of 84 people was enrolled as a part-time or full-time credit student at one of the fourteen community colleges in the System during the 1987-88 school year. Of the adult population, age 19 and above, this represents one out of 60 people in Kentucky. The number of persons served by the community colleges is even greater when non-credit offerings are included.

However, the graduation rate from public high schools in Kentucky in 1987 was 65 percent, as compared to 73 percent nationally. Of these Kentucky high school graduates, only 50 percent reported that they were college bound according to the Kentucky Department of Education. This represents a 6 percent increase since 1983 (up from 44 percent college-bound graduates). However, of all children in Kentucky who are in school through the ninth grade, only about a third currently go on to college.

Of the Kentucky high school graduates in 1987, 13 percent attended a community college and 34 percent attended a public university. The remaining 3 percent attended either a private or out-of-state institution. Five years ago, the percentage of Kentucky high school graduates who attended a community college was 7 percent compared to the current 13 percent, representing an overall 6 percent gain. During these same years, public universities have shown a 3 percent gain in attracting high school graduates from 31 to 34 percent.

During the first years of the University of Kentucky Community College System, the student body was comprised primarily of recent high school graduates. This picture has changed significantly in recent years, and the people who attend the community colleges come from all walks of life--from the ranks of recent high school graduates to older adults who want to return to school. Some come as academically gifted students, while others come with academic deficiencies, learning problems, and socioeconomic problems. This is a national trend as described in Access and Excellence: "The pluralism we find in community colleges today has been unparalleled in the history of the American community college movement" (Roueche 7-8).

The current number of students enrolled in the University of Kentucky Community College System (headcount enrollment) for the 1988 Fall Semester is 32,437. This represents a nine percent enrollment increase over the previous year. Chart No. 1 on Page 55 shows the headcount enrollment for selected years from 1969 to 1988. Overall since 1969, there has been more than a 212 percent increase in headcount enrollment, with a 36 percent increase from Fall, 1985 to Fall, 1988. The chart also shows the composition of part-time versus full-time students. The percentage of part-time student has remained fairly constant during the last four years at between 55-58 percent. For a breakdown by college for headcount enrollment, refer to Pages 56 and 57.

Another way to look at enrollment is to combine the number of full- and part-time students into what is known as a "full-time equivalent" (FTE) figure. This calculation is based on the total credit hours that all students are enrolled in divided by 16. The 16 credit hours represent a typical full-time load. The current FTE enrollment for Fall, 1988, is 18,249. This represents an 11 percent increase over the previous year. Chart No. 2 on Page 58 shows the FTE enrollment for selected years from 1969 to 1988. Overall, since 1969 FTE enrollment has increased by 127 percent. From Fall, 1985 to Fall, 1988, FTE has increased by 36 percent. For a breakdown by college, refer to Page 59.

Enrollment by Degree Type

An analysis of the headcount enrollment by degree program is shown in Chart No. 3 on Page 60. Thirty-five percent of the students currently enrolled are in pre-baccalaureate (transfer) programs which lead to an Associate in Arts or Associate in Science degree, while 41 percent are

enrolled in technical programs which lead to an Associate in Applied Science degree. The remaining 24 percent are students who have no degree objective.

Student Population Characteristics

Of the students enrolled in 1988, 35 percent are men and 65 percent are women. Since the mid-seventies, the percentage of women in the System has been higher than the percentage of men as indicated on Chart No. 4 on Page 61. The percentage of black students in the 1988 Fall Semester is slightly less than six percent. In 1974, the percentage of black students was nearly ten percent, but has steadily declined since that time as shown in Table No. 6, Page 62. In the Fall, 1988, 44 percent of the students are in the "over 25" age category. Chart No. 5 on Page 63 shows that within the last five years the percentage of students over twenty-five has remained fairly constant. Table No. 7, Page 64, shows the numbers and percentages within age categories for headcount enrollment.

Student Academic Characteristics

One indication of the academic characteristics of first-time freshmen in the System is illustrated by the scores on the American College Test (ACT). Either the American College Test (ACT) or the Career Planning Program (CPP) is required of all entering students who have no previous college work and are enrolled in a degree program. The ACT is a national achievement test which yields standard scores in the areas of English, mathematics, social sciences, natural sciences, and a composite score. It is used by all the public institutions of higher education in the state as a counseling and placement device. Students enrolled in technical degree

programs or who have been out of high school for several years may take the CPP instead of the ACT. The CPP is designed to help students relate their interests and abilities to educational and career planning.

Of those students who took the ACT, the overall System composite mean for entering freshmen was 15.2 for the 1987-88 academic year. Scores for the 1988 entering freshmen are not yet available.

By way of comparison, the average mean composite score for enrolled freshmen in two-year public institutions nationwide was 15.9 and in four-year institutions 17.4. The average mean composite score for enrolled freshmen in four-year public institutions in Kentucky was 18.8.

Extended Campus Offerings and Enrollments

Extended campus offerings include the following: evening courses, weekend courses, off-campus courses, courses offered through television (telecourses), and dual credit courses offered to high school students. The Community College System began offering telecourses in the Fall of 1978. Fewer than one hundred students were initially enrolled. Currently, five telecourses are being offered and 730 people are enrolled in one or more of them. If telecourse enrollments continue to increase at the current rate, over 900 people will be served in the 1989 Fall Semester.

Chart No. 6 on Page 65 shows a complete breakdown of the percentage of student credit hours (number of students enrolled in a course times the credit hours) offered through the extended campus program in the Fall, 1988. Of the 292,275 total student credit hours offered, slightly over 77 percent are taken on campus during the day. Of the remaining 23 percent which are offered through the extended campus, over 12 percent are taken on campus during the evening and approximately 6 percent are taken

outside the college home county. The remaining credits are taken through the following: off-campus locations within the home county--2.6 percent, weekend--1.1 percent, telecourses--0.8 percent, and dual credit--0.2 percent. Tables No's. 8 and 9 on Pages 66 and 67 provide a college-by-college breakdown of headcount enrollment in out-of-county courses and telecourses offered during Fall, 1988.

Program Graduates

Chart No. 7 on Page 68 shows the graduates by program for selected years. During the last academic year, 1987-88, there were 2,442 graduates in the System. Of these, 1,526 (62.5 percent) earned an Associate in Applied Science Degree (Career Programs), and 916 (37.5 percent) earned an Associate in Arts or Associate in Science Degree (Transfer Programs). Since 1984, the total number of graduates has remained fairly constant, ranging from a high in 1983-84 of 2,617 to a low in 1986-87 of 2,440. Furthermore, the composition of the type of graduates (pre-baccalaureate versus technical) has changed only slightly over these five years. In 1983-84, the technical graduates outnumbered the pre-baccalaureate almost two to one. By 1987-88, the proportion of pre-baccalaureate graduates had risen somewhat so that the technical to pre-baccalaureate ratio was about 1.7 to 1.

ACCESS WITH EXCELLENCE

Through community colleges, many academic, economic, social, and geographical barriers to college are removed for the populace. With the barriers removed, resulting in a great diversity of students entering the community colleges, can "excellence" be maintained? Open access or open admission must be provided with excellence of teaching and student services if indeed those students accessing are to develop their talents. "Community colleges, especially today, are faced with a fundamental dilemma. On one hand, they want to keep their doors open to everyone; on the other hand, they want to offer quality and academic excellence in their programs" (Roueche 36-37).

Instruction and Faculty Development

The University of Kentucky Community College System is committed to excellence in instruction. The University of Kentucky Administrative Regulations clearly delineate the quality and performance expected of the faculty, and procedures and criteria have been developed for the purpose of improving the instructional program by continually upgrading the quality and performance of the faculty.

Working with a division chairman, each faculty member reaches an understanding of his or her assignment of activities for each academic year through the "Distribution of Effort Agreement." A "typical" community college faculty member spends about 85 percent of his or her time on teaching activities, 10 percent on student guidance-advising activities, 3 percent on continuing education (teaching non-credit short courses) and

community service, and 2 percent on professional development activities and institutional services during an academic year.

"The primary function of a faculty member in a community college is to provide instruction of superior quality" (AR II-5.0-2 11). Evidence of superior teaching is used in the appointment and promotion of faculty. Objective evidence of the teaching quality is obtained annually for non-tenured faculty and at least biennially for tenured faculty members. This objective evidence includes reports by colleagues and evaluation by students. The University of Kentucky Administrative Regulations lists a number of ways to demonstrate superior teaching. The listing includes, but is not limited to, the following:

1. Course objectives should be clearly defined. The relationship to prerequisites and courses which follow should be well conceived, and the relationship of the course to the field of study in general should be articulated.

2. The organization of the course should be in the form of an outline and assignments which reflect a logical and imaginative approach to the subject.

3. The content should be kept up to date and should be consistent with the level at which the course is offered in the curriculum.

4. The faculty member should be aware of and, where appropriate, use newer educational media in teaching.

5. The faculty member should teach in such a manner that the students work to the level of their abilities, i.e., enrichment of opportunity for students to achieve at significantly different levels.

6. The faculty member should be skillful in evaluating the effectiveness of one's teaching. The faculty member also should have the ability to devise and use valid instruments for evaluation which are pertinent to the learning experiences provided by the course.

7. The faculty member should be effective in presentation and interpretation of subject matter.

8. The faculty member should carry an appropriate share of the total instructional load of a division in a community college and should contribute to the maintenance of a vigorous tone in the division's instructional program (AR II-5.0-2 11-12).

With the large enrollment increases over the past years, the System has employed additional full-time and part-time faculty. Currently, there are 712 full-time teaching faculty and 879 part-time faculty employed in the Community College System (excluding counselors and librarians). There are also 196 volunteer faculty who assist primarily in the clinical areas of the health career programs. During the 1988 Fall Semester, 4,417 course sections are being taught. Of those, 3,054 (69 percent) are taught by full-time faculty, with the remaining 1,363 (31 percent) being taught by part-time faculty. This represents a gradual increase over the last four years of the percentage of course sections taught by part-time faculty from 27 percent in 1985 to 31 percent currently. Full-time faculty provide a comprehensive service to the college and community through classroom instruction, student guidance-advising, continuing education teaching, community service, and professional activities, while the responsibility of most part-time faculty is limited to classroom instruction.

Of the full-time faculty members, the majority, 77 percent, have a masters degree, while 10 percent have a doctorate and 13 percent have a bachelors or less. Additionally, all faculty members who teach technical specialty courses have technical competence in the fields in which they teach. All part-time faculty teaching courses for credit meet the same requirements for professional, experiential and scholarly preparation as the full-time faculty members teaching in the same disciplines.

Faculty development in the Community College System is supported by systemwide conferences, orientation programs, assistance grants, and by

similar in-service programs and grants operating in the individual colleges in the System. In addition, participation by the faculty in external professional associations and meetings is encouraged and financially supported as much as resources permit. A limited number of sabbaticals and leaves of absence are supported. All of the colleges participate in the Teaching Improvement Process (TIP), a consulting service provided to faculty who wish to analyze their teaching and implement changes. During the 1987-88 academic year, 311 in-service programs were conducted within the System and 65 faculty participated in TIP. The Community College System Office also granted 16 Summer Teaching Improvement Fellowships, totaling $12,250, to assist faculty in improving and revising course materials. Eight faculty were awarded sabbatical leaves during 1987-88.

In addition to these activities, systemwide workshops and conferences were hosted by the Community College System for TIP teaching consultants, new faculty and staff, division chairmen, psychology faculty, allied health faculty and science faculty.

Academic Advising

Every student entering a community college is assigned an academic adviser. The assignment is made on the basis of the student's interest and achievements. The adviser, who is also a full-time faculty member, must be consulted before the student registers and before changes are made in the schedule of classes the student is taking. Through academic advising, faculty members extend the teacher-student relationship beyond the classroom.

Student Development (Support) Services

Student development services are realistic, viable support services which meet the developmental needs of the student population. They are provided through the Student Development Centers or Counseling offices at the community colleges and may include courses in college survival skills and effective decision-making, counseling services, academic support services, and handicapped student services. Counseling services include personal/social counseling, counseling for educational problems, career counseling (seminars and individualized), career resource materials, and counseling support groups for students who have specialized, shared concerns. The academic support services include academic help seminars, tutoring services, and study skills assistance. Handicapped student services include admissions counseling, advising, advocacy, and counseling. Access to all counseling services is through self (student) referral or faculty referral and available on a "walk-in" basis or by appointment.

Other student services include admissions, student records, financial aid, veteran affairs, and career, part-time and summer job placement.

Some of the colleges have established programs tailored for specific groups such as "Late Start," a program for older students who have been out of school five years or more. The program is designed to assist students in making the transition to student status. Project REWARD (Re-entering Education with a Real Determination) is another example of programs for specific groups. This program is designed for single parents and homemakers in their attempt to retrain in order to enter the job market. Support is provided to single parents and homemakers through monthly group meetings and individual counseling.

Support services for hearing-impaired students are available through the state Office of Vocational Rehabilitation or through a supplemental program for Kentucky residents administered by the Council on Higher Education. These support services include interpreting and notetaking for classroom lectures and interpreting services for tutorial sessions.

Developmental (Remedial) Education

Access is more than simply "opening the door." Because some students enter the community colleges with academic deficiencies, access clearly means helping adults remediate or retrain. For example, the "transfer" programs at the community colleges may be composed of two groups of students: those who are proficient in basic skills and could have entered a selective admissions four-year institution as freshmen, and those who have basic skill deficiencies which must be corrected so they can perform college-level work at the community college and subsequently enter a four-year institution.

To ensure excellence with open admission, the colleges perform basic skills assessment in reading, mathematical computation, and writing. Developmental courses, which give students an opportunity to improve basic skills in order to enter college-level courses, are offered in reading, writing, and mathematics to those students identified as having academic deficiencies. Some of the colleges offer additional developmental courses such as Orientation to College Chemistry, Speed Reading, Developmental Accounting, Natural Science, and Freshman Orientation.

Developmental courses are offered for college credit, and the credit hours do count toward determining a student's full-time load. However, these course credits, with one exception, do not apply toward the degree

requirements for the technical and transfer programs. The one exception to this is the Freshman Orientation course.

Students are enrolled in developmental courses on the basis of their placement test scores (ACT or College Tests in English, mathematics, and reading). Areas of strength and weakness are identified in the testing process and recommendations are made by advisers to enroll in a course or courses which will help students to succeed academically. Enrollment in developmental courses is not mandatory, and some students choose not to take the recommended developmental courses.

At the largest community college in the System, "approximately 70-80 percent of all students tested in the orientation process exhibit weaknesses in one or more skill areas (writing, mathematics, or reading)" (Horvath 1985).

In addition to the developmental education offered through classroom instruction, there are individualized learning laboratories available on a walk-in basis. In these labs or centers students may receive individual tutoring in a variety of academic disciplines. They may use a variety of print and audio/visual media and computer assisted instruction activities to improve their learning skills.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

ACCESS TO HIGHER EDUCATION - For Discussion:

1. Should the "open admission" concept be continued?

2. Is higher education adequately accessible in Kentucky? If not, what role should the Community College System play in increasing accessibility?

3. How can the Community Colleges provide "more" access to the citizens of the Commonwealth?

4. Has community college access been communicated to the citizens of the State. If not, how can it be done?

5. Do people understand how community colleges differ from four-year institutions?

6. Has "unlimited access" adversely affected the quality?

7. Is access to community colleges adversely affected by the tuition rates?

8. Are all citizens of Kentucky served adequately by the Community College System? If not, should the community colleges plan to serve the other areas of the State? How?

9. What kind of a reward and salary system would promote excellence among those responsible for instruction?

10. What are the factors/resources required to retain and develop faculty and staff to meet the needs of students up to the year 2000 and beyond?

11. What additional services will be needed to produce a productive learning environment for a broad spectrum of students?

12. Should the Community College System attract and retain a greater percentage of minority students?

13. Should all the Community Colleges offer additional student support services such as day care centers, learning disabilities diagnostic services, transportation, etc.

Table 2

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY
Career Programs 1988-89

Accounting Technology

Architectural Technology

Biomedical Equipment Technician

Business Technology
- Agri-Business Option
- Banking Option
- Management Option
- Management Information Systems Option
- Real Estate Management Option
- Retail Option
- Retail Marketing Option
- Transportation Option

Commercial Art Technology
- Advertising Option
- Photography Option

Communications Technology

Culinary Arts

Data Processing Technology

Dental Hygiene

Dental Laboratory Technician

Early Childhood Education

Engineering Technology
- Computer Repair Option
- Electrical Option
- Mechanical Option

Fire Science Technology

Human Services

Industrial-Electrical Technology

Laser Optics Technician

Law Enforcement Technology

Medical Laboratory Technician

Mining Technology

Nuclear Medicine Technology

Associate Degree Nursing

Office Administration

Physical Therapist Assistant

Radiologic Technology

Real Estate

Reclamation Technology

Respiratory Care

TABLE 3

Community College System
University of Kentucky
Career Programs 1988-1989

Ashland Community College
Accounting Technology
Business Technology
- Banking Option
- Management Option
- Management Information Systems Option
- Real Estate Management Option

Data Processing Technology
Associate Degree Nursing
Office Administration

Elizabethtown Community College
Business Technology
- Banking Option
- Management Option
- Real Estate Management Option

Data Processing Technology
Associate Degree Nursing
Office Administration

Hazard Community College
Business Technology
- Management Option
- Management Information Systems Option

Associate Degree Nursing (Offered by Southeast Community College)
Office Administration

Henderson Community College
Business Technology
- Management Option

Communications Technology
Data Processing Technology
Human Services
Medical Laboratory Technician
Associate Degree Nursing
Office Administration

Hopkinsville Community College
Business Technology
- Banking Option
- Management Option
- Management Information Systems Option

Human Services
Law Enforcement Technology
Associate Degree Nursing *
Office Administration

Jefferson Community College
Accounting Technology
Business Technology
- Management Option

Commercial Art Technology
- Advertising Option
- Photography Option

Culinary Arts
Data Processing Technology
Early Childhood Education
Engineering Technology
- Electrical Option

Fire Science Technology
Human Services
Industrial-Electrical Technology
Medical Laboratory Technician
Associate Degree Nursing
Office Administration
Physical Therapist Assistant
Real Estate
Respiratory Care

Lexington Community College
Accounting Technology
Architectural Technology
Business Technology
- Management Option
- Retail Marketing Option
- Transportation Option

Data Processing Technology
Dental Hygiene
Dental Laboratory Technology
Engineering Technology
- Electrical Option
- Mechanical Option

Nuclear Medicine Technology
Associate Degree Nursing
Office Administration
Radiologic Technology
Real Estate
Respiratory Care

TABLE 3 continued

Community College System
University of Kentucky
Career Programs 1988-1989

Madisonville Community College
Accounting Technology
Biomedical Equipment Technician
Business Technology
- Banking Option
- Management Option
- Real Estate Management Option
- Retail Marketing Option

Data Processing Technology
Engineering Technology
- Electrical Option
- Mechancial Option

Laser Optics Technician
Mining Technology
Associate Degree Nursing*
Office Administration
Radiologic Technology
Reclamation Technology
Respiratory Care

Maysville Community College
Business Technology
- Agri-business Option
- Management Option
- Management Information Systems Option
- Retail Marketing Option

Dental Hygiene
Industrial-Electrical Technology
Associate Degree Nursing
Office Administration

Owensboro Community College
Business Technology
- Management Option

Data Processing Technology
Office Administration

*Pennyrile Regional Associate Degree Nursing Program

Paducah Community College
Accounting Technology
Business Technology
- Banking Option
- Management Option
- Real Estate Management Option
- Retail Marketing Option

Communications Technology
Data Processing Technology
Associate Degree Nursing
Office Administration
Physical Therapist Assistant

Prestonsburg Community College
Accounting Technology
Business Technology
- Management Option
- Real Estate Management Option

Associate Degree Nursing

Somerset Community College
Business Technology
- Banking Option
- Management Option

Data Processing Technology
Medical Laboratory Technician
Associate Degree Nursing
Office Administration
Physical Therapist Assistant

Southeast Community College
Business Technology
- Management Option
- Management Information Systems Option

Dental Hygiene
Engineering Technology
- Computer Repair Option

Mining Technology
Associate Degree Nursing
Office Administration

10/88mj

CHART 1

Community College System
Headcount Enrollment
Part-time versus Full-time
for Selected Years

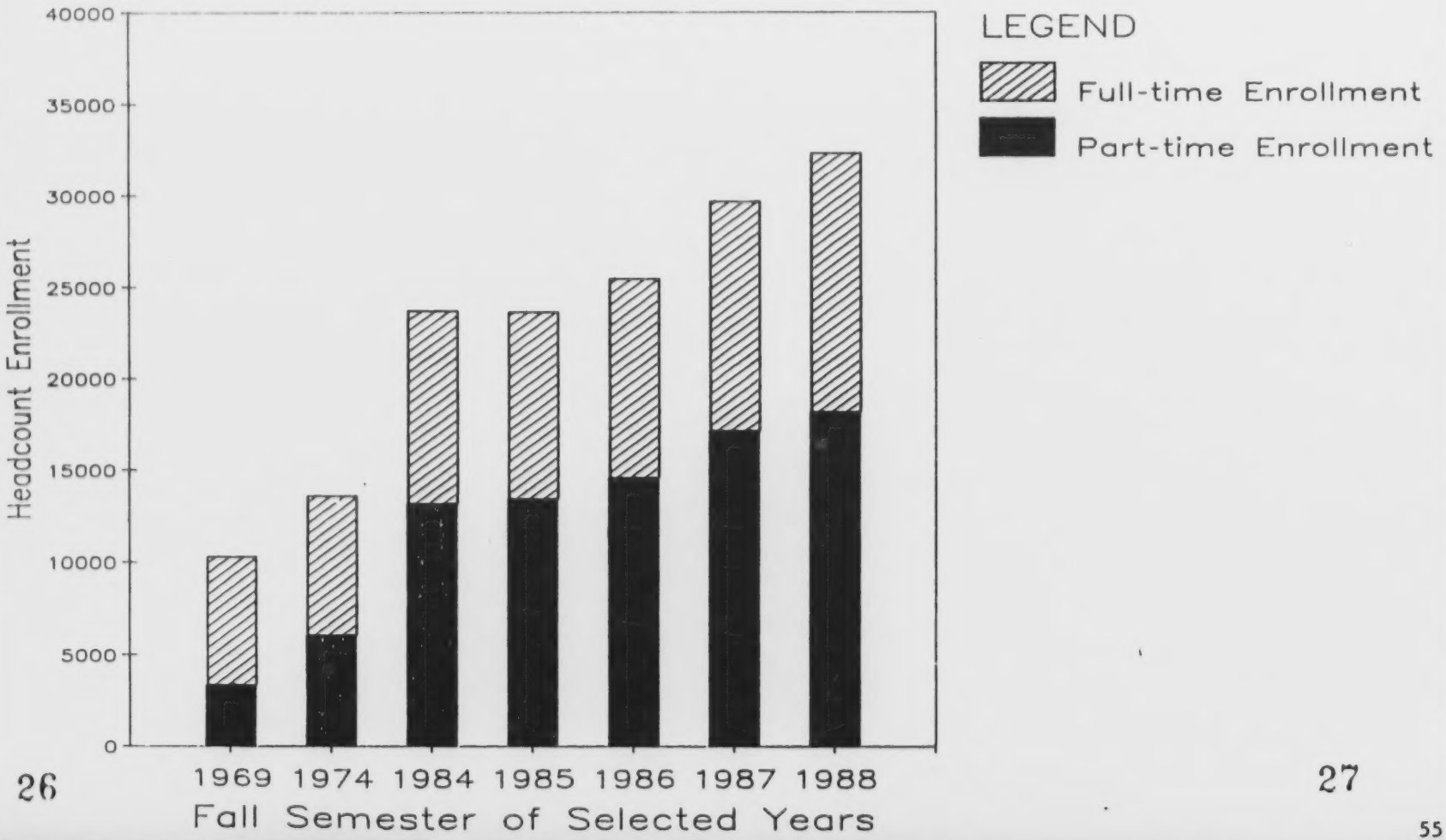

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TABLE 4

COMMUNITY COLLEGE SYSTEM
University of Kentucky

HEADCOUNT ENROLLMENT
FULL-TIME VERSUS PART-TIME
FOR SELECTED YEARS

COLLEGE	1969 Full/Part (Total)	1974 Full/Part (Total)	1984 Full/Part (Total)	1985 Full/Part (Total)	1986 Full/Part (Total)	1987 Full/Part (Total)	1988 Full/Part (Total)
Ashland	697/314	881/372	1011/986	986/936	977/1014	1081/1205	1172/1442 ~~1183/1337~~
Total	1011	1253	1997	1922	1991	2286	~~2520~~ 2614
Elizabethtown	535/95	636/342	1018/1078	1032/1017	1028/1063	1166/1180	1213/1504 ~~1190/1472~~
Total	630	978	2096	2049	2091	2346	~~2662~~ 2717
Hazard	197/49	179/44	352/277	326/281	415/361	442/535	554/488 ~~541/436~~
Total	246	223	629	607	776	977	~~977~~ 1042
Henderson	494/226	416/223	550/884	670/1189	473/572	471/649	552/687 ~~543/694~~
Total	720	639	1434	1859	1045	1120	~~1237~~ 1239
Hopkinsville	318/133	426/819	583/530	474/468	573/495	594/747	646/1097 ~~640/849~~
Total	451	1345	1113	942	1068	1341	~~1489~~ 1743
Jefferson	1443/736	2105/2533	2475/4292	2338/4408	2400/4596	2623/5127	2827/5376 ~~2766/5392~~
Total	2179	4638	6767	6746	6996	7750	~~8158~~ 8203
Lexington	12/220	696/585	1197/1376	1158/1380	1227/1360	1501/1494	1810/1591 ~~1702/1589~~
Total	232	1281	2573	2538	2587	2995	~~3371~~ 3401
Madisonville	129/118	230/246	472/945	402/928	403/953	484/1030	677/1145 ~~662~~
Total	247	476	1417	1330	1356	1514	~~1807~~ 1824

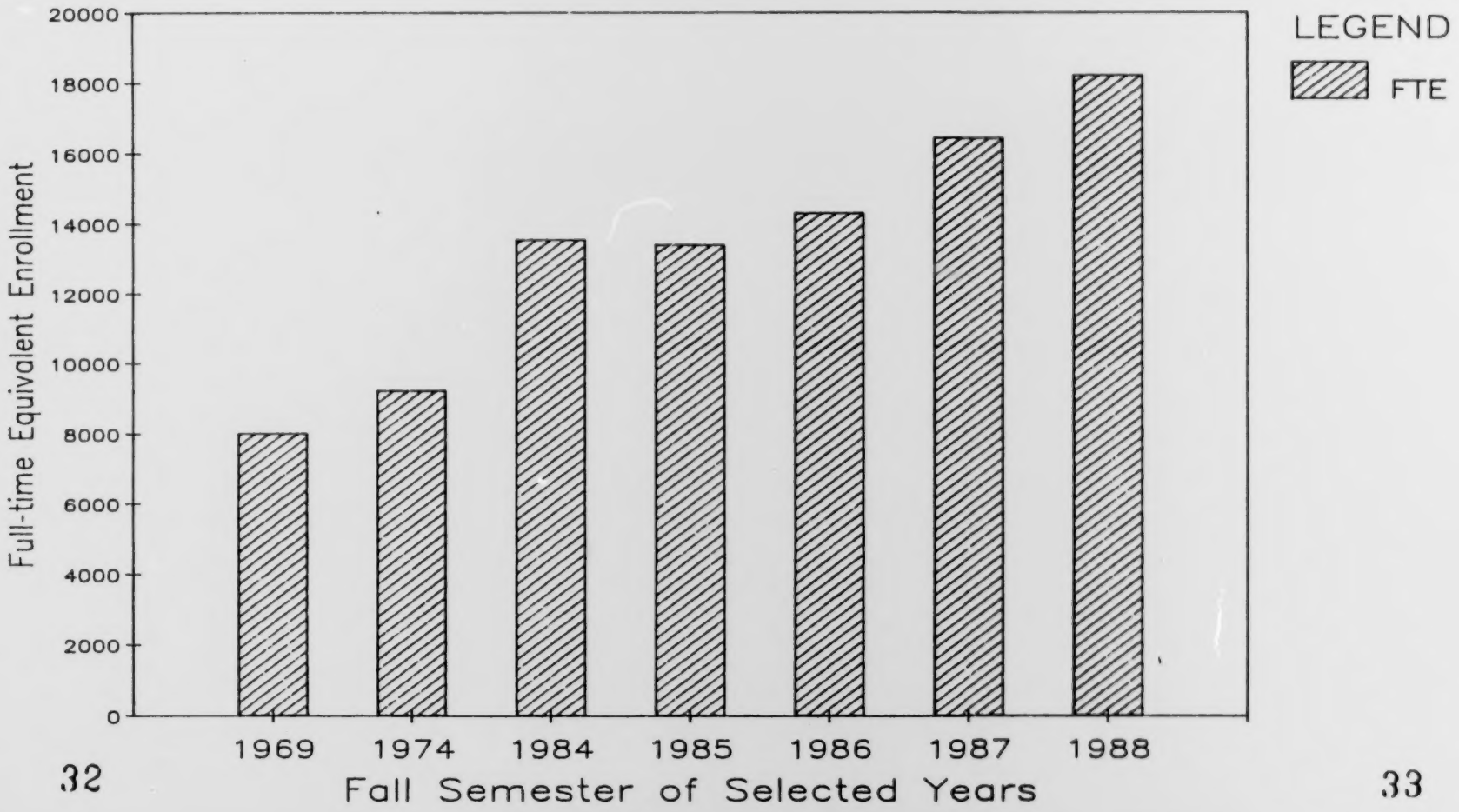
TABLE 4 continued

Maysville	279/39	228/89	358/296	395/371	390/337	399/380	381/492 ~~380/485~~
Total	318	317	654	766	727	779	~~865~~ 873
Owensboro	--	--	--	--	383/712	490/1040	663/1024 ~~666/1012~~
Total					1095	1530	~~1678~~ 1687
Paducah	639/360	675/326	929/987	846/836	866/1139	1004/1294	1155/1289 ~~1140/1303~~
Total	999	1001	1916	1682	2005	2298	~~2443~~ 2444
Prestonsburg	368/60	378/103	659/608	710/633	758/747	980/1010	1165 923 ~~1182/935~~
Total	428	481	1267	1343	1505	1990	~~2117~~ 2088
Somerset	517/60	527/134	677/476	644/517	680/622	826/653	889/696 ~~864/652~~
Total	577	661	1153	1161	1302	1479	~~1516~~ 1585
Southeast	374/76	219/160	287/439	335/487	394/631	539/836	694/909 ~~691/906~~
Total	450	379	726	822	1025	1375	~~1597~~ 1603
System Total (Full-time/Part-time)	7012/3367*	7596/6076	10,568/13,174	10,316/13,451	10,967/14,602	12,600/17,180	14,400/18,663 ~~14,230/18,207~~
Grand Total	10,379*	13,672	23,742	23,767	25,569	29,780	33,063 ~~32,437~~

*2195 students are added in these totals from Ft. Knox and Northern.

CHART 2

Community College System
University of Kentucky
Full-Time Equivalent Enrollment for Selected Years



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Note: Full-time Equivalent equals 16 credit hours.

TABLE 5

COMMUNITY COLLEGE SYSTEM
University of Kentucky

FULL-TIME EQUIVALENT ENROLLMENT
FOR SELECTED YEARS

COLLEGE	1969	1974	1984	1985	1986	1987	1988
Ashland	800	999	1225	1187	1206	1356	1462
Elizabethtown	558	750	1223	1218	1237	1394	1507
Hazard	205	195	411	397	500	571	641
Henderson	533	513	768	948	603	609	695
Hopkinsville	350	645	692	576	663	750	815
Jefferson	1681	2960	3545	3472	3586	3943	4166
Lexington	117	578	1536	1490	1545	1769	2047
Madisonville	159	300	678	622	631	729	919
Maysville	280	264	417	471	463	474	482
Owensboro	-	-	-	-	537	733	881
Paducah	804	783	1143	1023	1085	1285	1407
Prestonsburg	382	423	798	862	937	1193	1353
Somerset	531	580	755	731	796	932	977
Southeast	411	273	386	440	549	737	889
System Total	8052*	9263	13,587	13,437	14,338	16,475	18,~~249~~ 536

NOTE: Full-time equivalent equals 16 credit hours. (In 1974, it was 15 credit hours)

* 1241 Students are added to the total from Fort Knox and Northern enrollments

CHART 3

Community College System
Total Headcount Enrollment
by Degree Type
for Selected Years

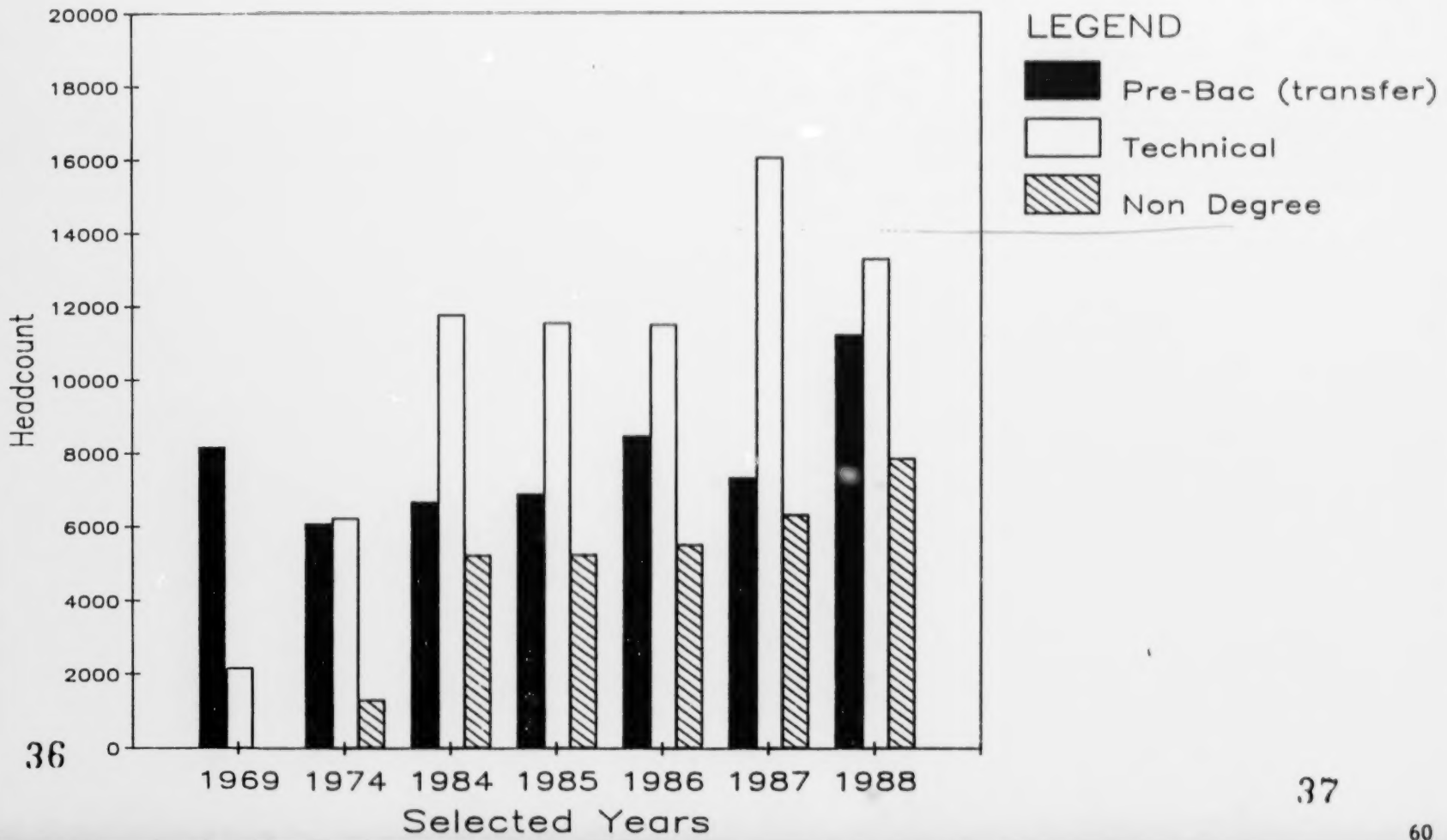

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CHART 4

Community College System
University of Kentucky
Headcount Enrollment by Sex
for Selected Years

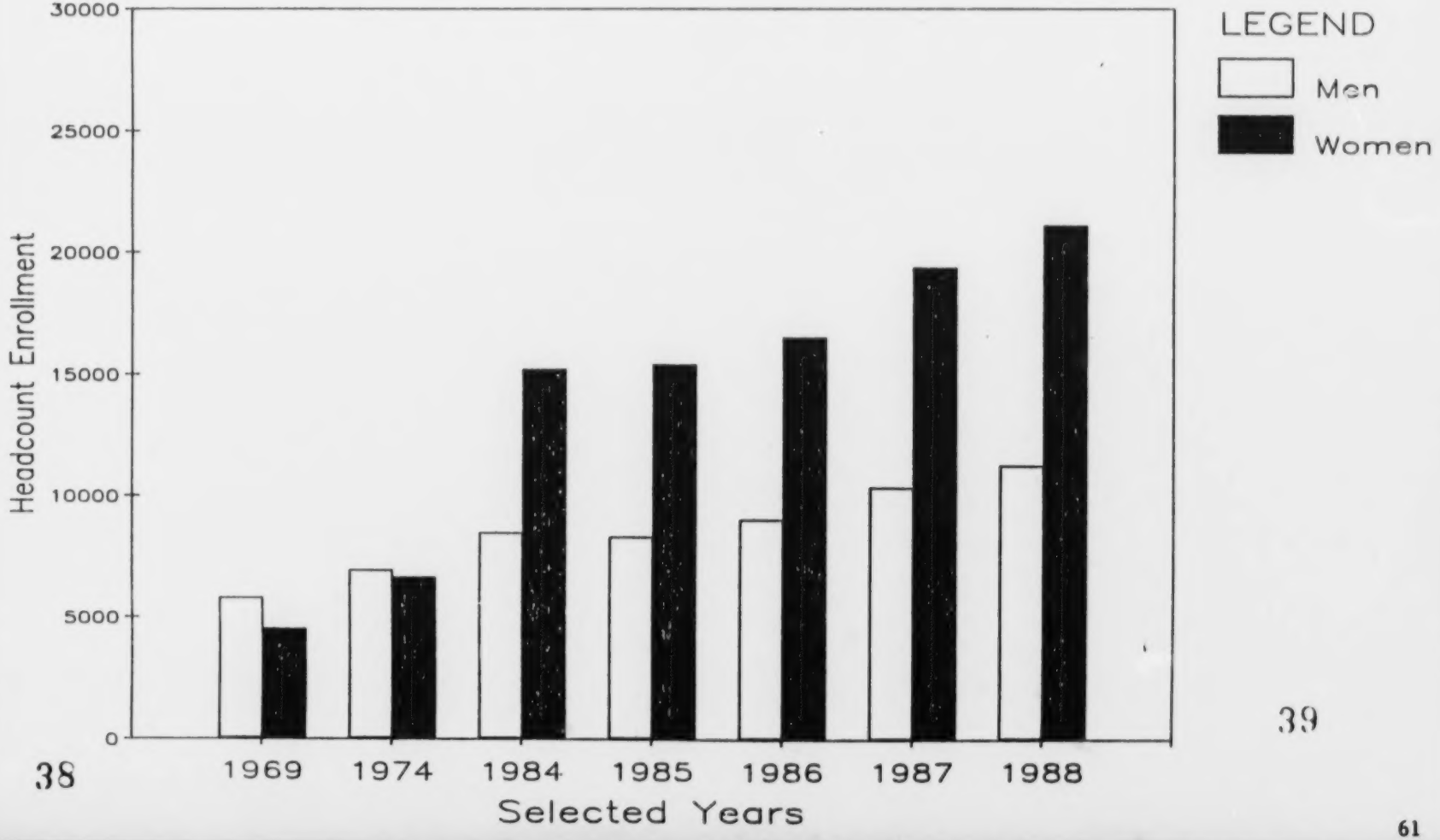

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TABLE 6

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

NUMBERS AND PERCENTAGES OF ETHNIC ENROLLMENT FOR SELECTED YEARS

	BLACK		WHITE		OTHER	
Fall Semester	Number	Percentage of Total	Number	Percentage of Total	Number	Percentage of Total
1974	1331	9.7%	12,276	89.8%	65	0.5%
1984	1952	8.2%	21,406	90.2%	384	1.6%
1985	1819	7.7%	21,593	90.9%	355	1.5%
1986	1722	6.7%	23,485	91.9%	362	1.4%
1987	1871	6.3%	27,457	92.2%	452	1.5%
1988	1893	5.8%	29,977	92.4%	569	1.8%

CHART 5

Community College System
Age Distribution of Headcount Students for Selected Years

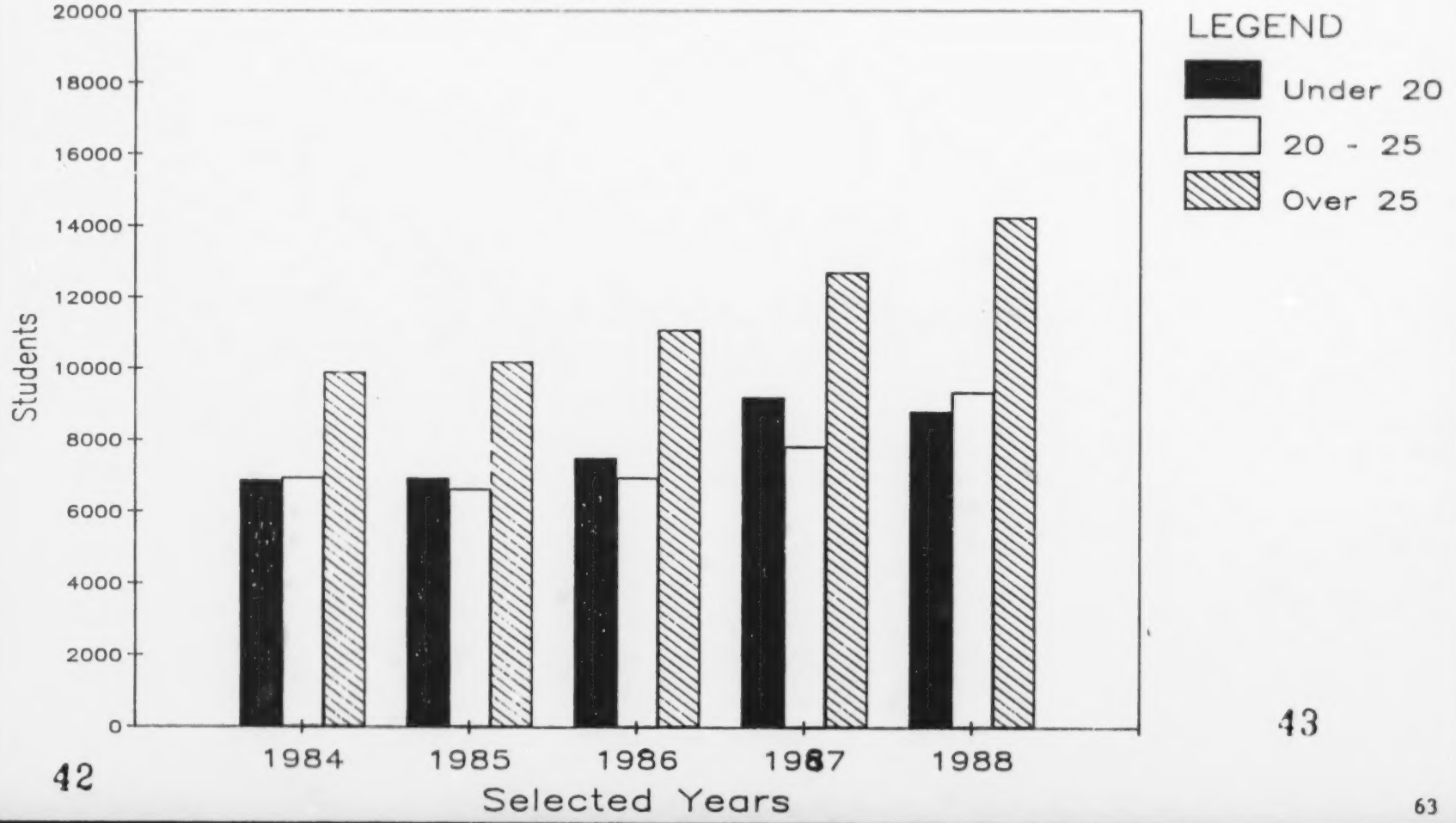

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TABLE 7

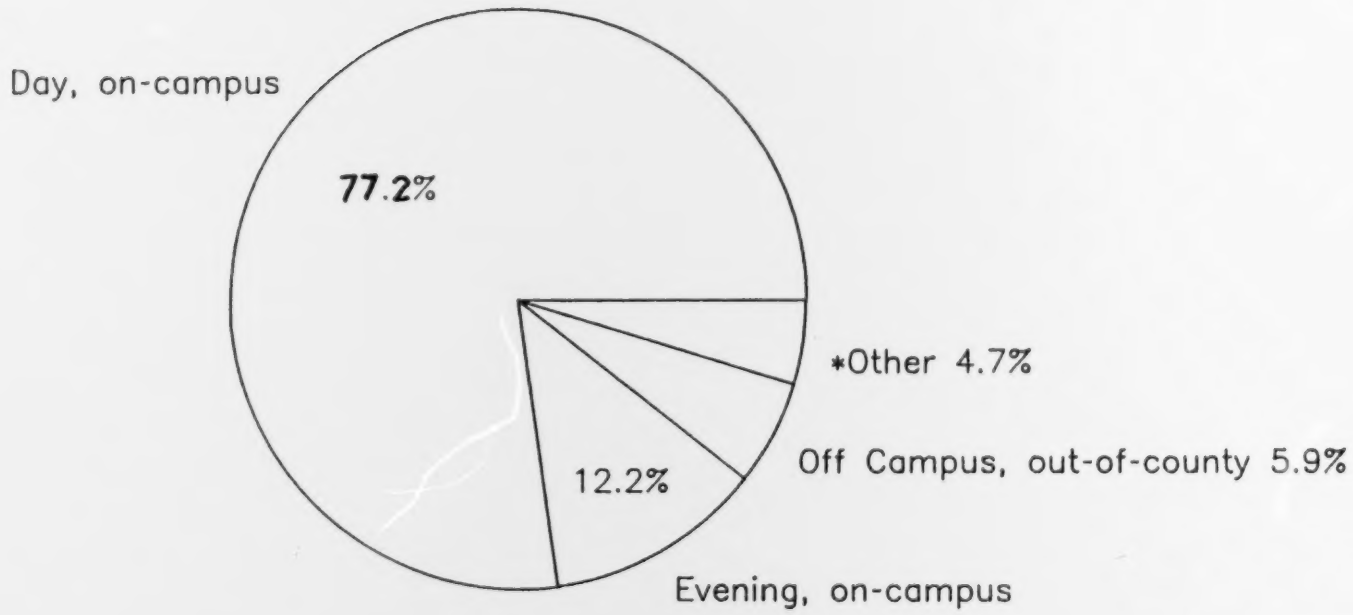
COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

NUMBERS AND PERCENTAGES WITHIN AGE CATEGORIES FOR HEADCOUNT ENROLLMENT (SELECTED YEARS)

	Under Age 20		Age 20-25		Age Over 25	
Fall Semester	Number	Percentage Of Total	Number	Percentage Of Total	Number	Percentage Of Total
1984	6881	29%	6962	29%	9899	42%
1985	6931	29%	6645	28%	10,191	43%
1986	7506	29%	6966	27%	11,097	44%
1987	9209	31%	7854	26%	12,717	43%
1988	8813	27%	9367	29%	14,259	44%

CHART 6

Community College System
University of Kentucky
Percentage Breakdown of
Credit Hours Offered Fall, 1988



System total of 292,275 credit hours for Fall, 1988

* Includes:

Dual Credit - 0.2%
Telecourses - 0.8%
Weekend - 1.1%
Off Campus (In-County) - 2.6%

TABLE 8

COMMUNITY COLLEGE SYSTEM
University of Kentucky

UNDUPLICATED HEADCOUNT FOR
OUT-OF-COUNTY ENROLLMENT
FALL 1988

COLLEGE	HEADCOUNT
Ashland	496
Elizabethtown	232
Hazard	288
Henderson	264
Hopkinsville	97
Jefferson	73
Lexington	22
Madisonville	477
Maysville	134
Owensboro	119
Paducah	21
Prestonsburg	384
Somerset	442
Southeast	625
SYSTEM TOTAL	3,674

TABLE 9

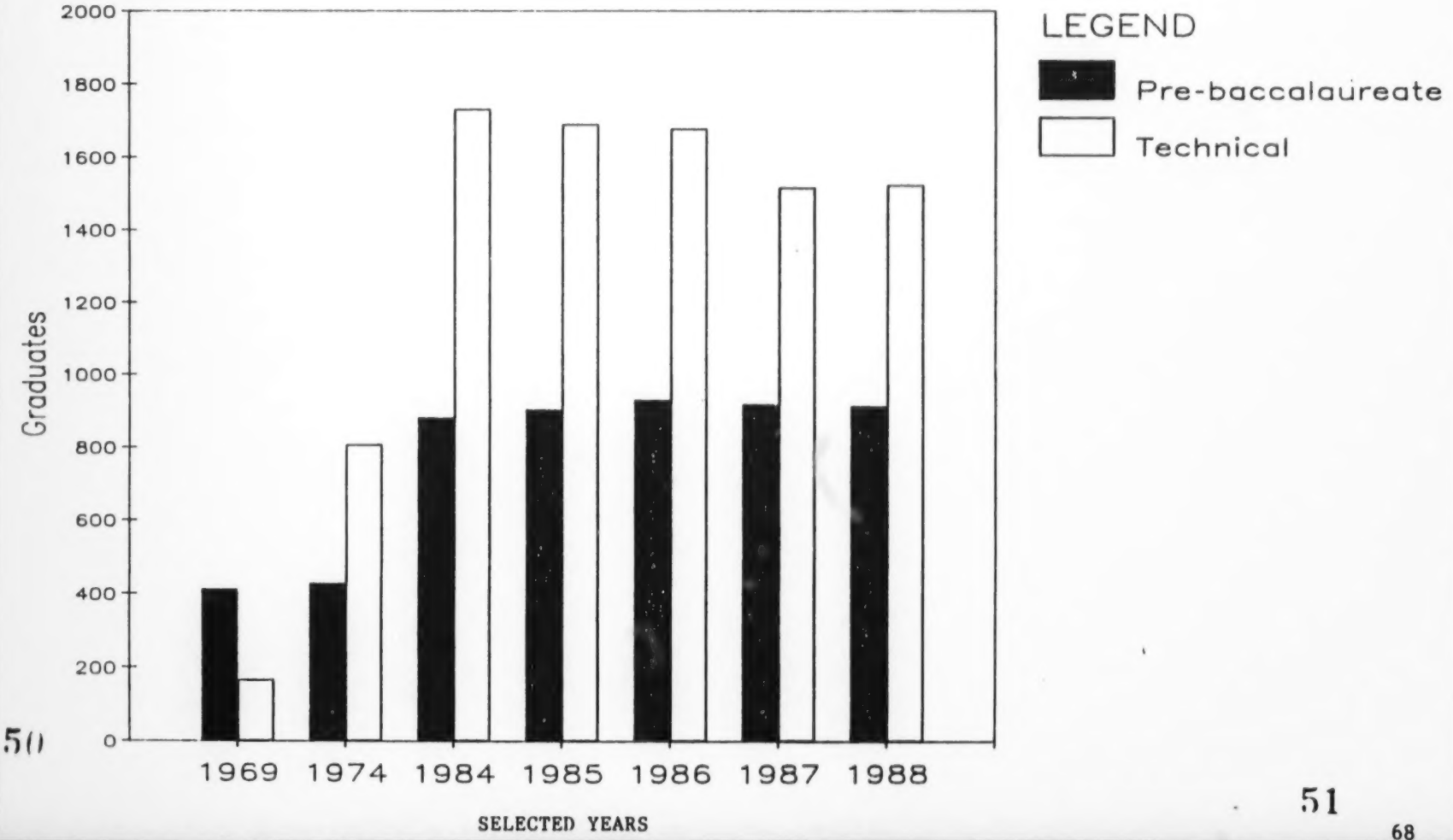
COMMUNITY COLLEGE SYSTEM
University of Kentucky

UNDUPLICATED HEADCOUNT IN
TELEVISION COURSES
FALL 1988

COLLEGE	HEADCOUNT
Ashland	76
Elizabethtown	162
Henderson	1
Hopkinsville	1
Lexington	107
Madisonville	68
Maysville	29
Owensboro	29
Paducah	62
Southeast	195
SYSTEM TOTAL	730

CHART 7

Community College System
University of Kentucky
Graduates by Program
for Selected Years



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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

FEB 28 1992